Dear Project Archaeology Friends;

Another great year is drawing to a close and we are already booked solid with workshops, leadership academies, online courses, and outdoor learning in 2017. Your annual reports show us why we are so busy here in Bozeman; you are doing more work every year. Project Archaeology is growing by leaps and bounds and at the National Office and we feel like we are just trying to keep up with all of you!

Our biennial conference in Williamsburg was definitely a highlight of the year. So many new faces and ideas to add to our growing national network of archaeology educators and Project Archaeology coordinators. Thanks to all of our participants and presenters for leading us to new heights in the pursuit of archaeology education. We are already planning for our next conference in 2018; please send your ideas for conference themes and topics.

Winter is always our time to put our heads down and work on new curricular materials and to add investigations for the Shelter database. *Project Archaeology: Investigating Migration* is well underway and Erika Malo has a good start on *Project Archaeology: Investigating Food and Land* using Great Basin foragers as our first investigation in a new series (see article on page 4). We are also working on new investigations in Montana, Wyoming, Utah, and Alabama for *Project Archaeology: Investigating Rock Art*.

Save the date for our Annual Project Archaeology Coordinators and Friends meeting at the Society for American Archaeology conference in Vancouver, British Columbia. We will meet on Wednesday, March 29, 2017. More details to follow.

A Project Archaeology booth in the Exhibit Hall and a symposium on Project Archaeology research will round out our participation at the SAAs this year. We look forward to seeing you there.

Have a wonderful Holiday Season!

Best regards,

Jeanne
I set up a vendor booth at the Annual Utah Educators Association Convention this October. My primary aim in attending was to make contacts with Utah teachers and advertise for two workshops that I had set for November. There were teachers who wanted to purchase curriculum on the spot, but my focus was not selling at this venue. I made contact with about 100 educators and obtained contact information for 40. Three of the teachers that I spoke with attended my November workshop in Salt Lake City.

I rented a 10 x 10 foot space at a reduced non-profit rate for the two day convention. I pushed the supplied table to the back of the booth, put my Project Archaeology banners up on the sides, put one of the shelter maps down as the booth floor, placed curriculum guides and artifacts on a back table, and placed PA pamphlets and other freebies on a side table. The floor map really caught the eyes! I stood at the front of my booth ready to engage each passerby with a question or an artifact to place on the floor map. Once we got to chatting, they were interested and eager to write down their names and emails on my contact list to receive a free lesson and information about future workshops.

While numbers are dwindling at this state-wide convention, attending the convention was worthwhile for our state program and I will definitely attend next year. However, I will make a few adjustments. I plan to give a presentation on Project Archaeology in conjunction with having a booth. I will also enlist at least one other person to help, as I missed several opportunities to engage everyone who stopped at our booth. I was nervous to try this, but it was super easy and fun to share something that I love with our eager allies in archaeological preservation. A huge thank you to Courtney Agenten who helped me with the set up and encouraged me from afar.
Despite the widespread and devastating effects of Hurricane Matthew, thirty archaeology educators gathered at the Woodlands Hotel near historic Williamsburg on October 10, 2016 for the 2nd National Archaeology Educator’s Conference and 14th Biennial Project Archaeology Coordinator’s Conference. Of the attendees, sixteen were archaeologists or historians and fourteen were classroom teachers or informal (museum and visitor center) educators.

Professional Development
In 2014, at the 1st National Archaeology Education Conference, participants asked for more professional development on the basics of both archaeology and education. Educators thought that they needed more knowledge of archaeology to better teach other educators and archaeologists wanted to know more about current educational practices and standards to enable them to work more effectively with educators. Based on that request, we developed two concurrent tracks for the conference: (1) Archaeology 101 for Educators and (2) Education 101 for Archaeologists.

Archaeology 101 for Educators
Participants in this session learned the basic archaeological concepts familiar to archaeologists. They applied that archaeological knowledge to create an informal lesson plan. A team of archaeology educators (Crystal Alegria, Ranel Capron, and Kevin Gidusko) guided the educators through several sessions including: Archaeological Laws, Teaching from Objects, and Tutors through several sessions including: Archaeology Education 101 for Archaeologists

Education 101 for Archaeologists
The intended outcome for this session was for participants to understand basic education concepts familiar to teachers and then apply the pedagogical knowledge to create an informal lesson plan. Individual instructional sessions taught by four archaeology educators (Courtney Agenten, Elizabeth Reetz, Jeanne Moe, and Bekah Shieds) included the following: Knowing the Learner, Educational Standards, Learning Styles and Assessment.

Technology and Archaeology Education
Mark Freeman, interactive learning specialist for Project Archaeology, led the attendees through his recent research in computer-based learning in archaeology. Bernard K. Means, Virtual Curation Lab at Virginia Commonwealth University, showed the viability of 3-D scanning of artifacts and printing them for archaeology teaching purposes. Kevin Gidusko, from the Florida Public Archaeology Network, showed a similar but different technique, called photogrammetry, which involves taking multiple photos of an object to create a 3-D model. He also showed the use of the technology for showing 3-D images of archaeological excavations for education purposes.

Evening Sessions
Conference attendees also participated in several evening sessions. The opening session on Monday allowed participants to get acquainted with one another and with the Project Archaeology program. The desserts were fabulous, too.

On Tuesday evening we experimented with an information delivery technique known as “One Minute of Madness.” Each participant had one PowerPoint slide and one minute to show the group her/his accomplishments for the last year. We learned a lot about everyone’s far-ranging efforts to bring Project Archaeology and archaeology education to teachers, students, museum visitors, and many other learners throughout the nation. A few of these videos are posted on our Facebook page, check them out here.

At our Closing and Conference Awards session on Thursday evening, participants briefly presented their informal learning lesson to the group. We also presented our traditional conference awards to recognize each individual’s contributions to the conferences. The closing of the Silent Auction completed the evening; proceeds from the auction will fund scholarships for the next conference in 2018.

Field Trip to Colonial Williamsburg
Meredith Poole, Williamsburg archaeologist and educator for thirty years, led the conference participants on an amazing archaeological waking tour of the historic city. Based on her vast personal experiences working at Williamsburg, Meredith showed the group how archaeology had provided the basis for reconstructing the historic city to look like what it would have looked like in the 1770s. Archaeological data informed both the reconstruction and furnishing of each of the buildings on the historic Duke of Gloucester Street and the side streets.

Williamsburg, like many other historic sites in the nation, is facing increasing pressure to draw more visitors each year, especially families. Because children are very interested in archaeology, Meredith and her colleagues developed a brief excavation and laboratory experience for children who visit Williamsburg. In 2016, more than 11,000 children participated in the education project, a feat at any level. The educators are constantly tweaking the program, but think that most of the children do get some basic knowledge of archaeology from the experience. Conference participants were unable to excavate due to the recent torrential rainfall, but were able to participate in the cleaning and identification of artifacts in the field laboratory.

Historic Jamestowne
Participants spent one afternoon at the site of Historic Jamestowne. Because of the variety of opportunities for free-choice learning at Jamestowne, participants were allowed to explore the excavations, the visitor center, and the museum on their own. Conference participants were instructed to consider their own informal learning lessons while touring the historic site.
By Erika Malo—National Network Coordinator

As I peered out the plane window and looked out over the Southern Great Basin I was amazed at the beauty of this unique landscape. Everything seemed to be moving. I could see where time had eroded mountains and wind had swept up the valley to carry the eroded grains into wavelike patterns in the sand. Mountains looked like they were pushing and breaking through the ground.

In November, I traveled to Lincoln County, Nevada to meet with teachers and explore archaeological sites for the upcoming curriculum Project Archeology: Investigating Food and Land in Lincoln County. This project is funded through the Bureau of Land Management’s (BLM) Lincoln County Archaeological Initiative and is a partnership between Project Archaeology and Kautz Environmental Consultants, Inc.

The southern border of Lincoln County lies approximately 54 miles north of Las Vegas. The first thing that struck me about Lincoln County was the diversity of its landscapes. Ecosystems constantly change — one minute I was driving by a lake with tall cottonwood trees and then I was passing through mountain foothills covered with sagebrush, Joshua trees, and agave. Once in the mountains, I was surrounded by juniper and pinon trees. I kept wondering how past and present people utilized this diverse environment.

How important is it to live within our means? How do ecosystems effect cultures and how do cultures effect ecosystems? Archaeology is a great tool to help understand those questions. Project Archaeology: Investigating Food and Land will answer those questions as well as make it relevant to today’s environmental topics. Torben C. Rick (2009: 5) eloquently states “…we cannot understand present day environments, ecosystems, or biological organisms without documenting their long-term histories and relationships with the people who lived and thrived in those environments for millennia.” Lincoln County’s incredible environments and the relevancy of environmental topics make this an exciting and significant curriculum.

References Cited:
Introducing Erika Malo (Again!)

I am excited to be working for Project Archaeology as the new National Network Coordinator. I began my career in public archaeology during my undergraduate education with Project Archaeology in 2005. I have since gone on to receive my masters in archaeology with an emphasis in cultural resource management from the University of Alaska Anchorage (UAA). I created a series of short educational films for Alaska public schools about a multiyear NSF funded archaeological project on Adak Island, Alaska for my thesis. The films were created in consultation with Alaska Native Tribes and Corporations, Alaska Native language experts, school districts, federal and state agencies, and the UAA department of education. I am a strong believer in the importance of consultation and collaboration in the development of relevant public archaeology products. I am excited to come back to my roots at Project Archaeology and raise my family in beautiful Montana.

Sláinte,
Erika Malo, MA
National Network Coordinator
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Project Archaeology is an educational program dedicated to teaching scientific and historical inquiry, cultural understanding, and the importance of protecting our nation’s rich cultural resources. We are a national network of archaeologists, educators, and concerned citizens working to make archaeology education accessible to students and teachers nationwide through high-quality educational materials and professional development. Project Archaeology is a joint program of Montana State University and the Bureau of Land Management.

Investigating Shelter

Join us for an exciting trip back in time to investigate archaeology! You will use this virtual workshop to practice the basics of scientific inquiry (observation, inference, evidence, and classification) using authentic archaeological data. You will learn first hand how to help your students apply archaeological concepts as they investigate a shelter using primary data sources such as maps, artifact illustrations, historic photographs and oral histories. By using this curriculum you will fulfill many Common Core State Standards requirements in social studies, English Language Arts, and math. Your students discover archaeology and history through engaging hands-on activities. This is a ‘must-do’ course that will not only enhance your own understanding of archaeology, but will also provide you with a comprehensive set of lessons which you can use in your own classroom.

Customize your course by choosing which shelter you want to investigate! Do you want to explore a slave cabin, plains tipi, farm house, colonial home, wickiup, rock shelter, or earthlodge?

Visit us at www.projectarchaeology.org to register!

Online Professional Development

What: Online Educator Course

When: Beginning February 6, 2017 for eight weeks (4 - 5 self-directed hours/week)

Where: ONLINE at your convenience

Who: Upper elementary teachers (3rd - 6th grades)

Cost: $175

Participating teachers will receive:

- Convenient online access to professional development
- Inquiry based instruction and lessons
- Full instruction in archaeological science for the classroom
- A complete curriculum guide, Project Archaeology: Investigating Shelter, endorsed by the National Council for the Social Studies (textbook included in course cost)
- Access to a database of 12 regional shelter investigations
- Instructions for assembling your own classroom materials during the course

Interested?

Register online at www.projectarchaeology.org by January 27, 2017

Contact: Erika Malo 406.994.6727 erika.malo@montana.edu